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ABSTRACT

Three issues of this newsletter (Spring, Summer, and Fall/Winter), produced by the Project in Adult Immigrant Education at the Center for Applied Linguistics, provide information from the field of adult immigrant education, highlights of programs in a particular industry, "promising practices" in training and development, new resources, and research summaries. In these issues, articles include "Mellon Funds the Project in Adult Immigrant Education at CAL"; "The WorkWorld Resources Database"; "Program Profile: Preparing Health Care Workers for the Role of Interpreting"; "AROE: The Adult Rating of Oral English"; and "Program Profile: The Evolution of a workplace ESL Program." Also included is a WorkWorld Resources Database Programs questionnaire. (Adjunct ERIC Clearinghouse for ESL Literacy Education/JL)

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Project in Adult Immigrant Education

The Connector

Forging Links Between Language and Employment Skills for Adult Immigrants

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FL 801121

The Connector

Forging Links Between Language and Employment Skills for Adult Immigrants

Welcome Readers! to the first issue of *The Connector*, the newsletter of the Project in Adult Immigrant Education. Through *The Connector*, we plan to share valuable information from the project and from experienced practitioners in the field. We'll include highlights from programs in a particular industry, "Promising Practices" in training and program development, new resources, and research summaries. We'll let you know when project documents are available such as a monograph on the "state of the art" in language, literacy, and employment skills training, "how to" handbooks on topics such as methods of assessment in workplace ESL, and annotated syllabi for the professional development of teachers, administrators, and policy makers. We hope you'll use *The Connector* as your connection to other practitioners in workplace, vocational, and certification/recertification ESL.

Mellon Funds the Project in Adult Immigrant Education at CAL

The Andrew W. Mellon Foundation has funded the Center for Applied Linguistics for a three-year project: the Project in Adult Immigrant Education. The goal of the project is to help programs that serve adult immigrants improve their capacity to provide quality English language and literacy instruction and employment skills training. More than five million adults in the United States either do not speak English well or do not speak it at all. Thirty-seven percent of the immigrant population over the age of 20 has less than a high school education. Severely limited in their career choices, these adults qualify mainly for unskilled jobs at a time when the workplace requires increasing numbers of skilled workers.

To add to the problems that adult immigrants face, the overburdened adult educational system in the United States cannot provide enough classes in English as a Second Language (ESL) to serve the demand from the immigrant population. Worksite and vocational programs across the country that provide the linguistic and skills

training needed by adults with little previous education are few and far between. There are even fewer "recertification" programs for adults who come with transferable skills, but who need to learn the language and techniques required in the United States. Moreover, these programs tend to operate in isolation from one another, with a consequent lack of exchange of information and resources among programs.

Activities under the Project in Adult Immigrant Education will include:

- Developing a network of experienced practitioners in workplace, vocational, and certification/recertification ESL to share "what works and why" and pinpoint research, materials, and training needs in the field;
- Identifying and providing technical assistance to selected programs, and documenting activities to aid in replication of training in new sites;
- Developing and making available more than 30 publications that inform classroom practice, including research reports, curriculum outlines, and handbooks;
- Establishing a data base to provide information on reference and instructional materials, programs, and personnel in workplace/vocational/recertification ESL;
- Conducting a "state of the art" study from which will flow further research on topics such as the nature of oral and written discourse in the workplace and the interrelationship of language, culture, and skills training.

For further information, contact Allene Grognet, Project Director, at the CAL Sunbelt Office.

In This Issue . . .

Mellon Funds the Project in Adult Immigrant Education at CAL	1
Mellon Project Workplace ESL Database ...	2
Resources /Publications of Interest	3
Meet Us at TESOL!	4

The WorkWorld Resources Database

Purpose: The purpose of the Mellon Project's WorkWorld Resources Database is to develop and make available a comprehensive resource base of Programs, Documents, and Personnel in the areas of

- Workplace ESL and skills training
- Vocational (including career and recertification) and applied math and science ESL
- School-to-work transition issues for language minority out-of-school youth

The field of ESL as related to employment is fragmented, and information and dissemination activities fall under the scope of a number of federally funded clearinghouses. As a result, none covers workplace/vocational ESL in depth. The Mellon Project's WorkWorld Resources Database aims to bring together information from disparate but related areas for use by practitioners. It will compile and disseminate information about successful programs, curricula, materials, assessment instruments, research studies, and personnel.

How It Works: The database contains three files: Programs, Documents, and Personnel. Each file contains a set of records; each record describes a program, a document, or a person. The information in these records is contained in several fields, any of which can be searched.

The database can switch rapidly between files and go directly to related records. By entering a word and clicking Find, a user can find all records in the file that contain that word in that field. Since any field may be searched, the database has a great deal of flexibility in locating records. The database will be updated regularly.

An Example of a Program Record

Project Name	Pima County Workplace Education Partnership		Date	9/1/94
Current Funding Source(s)	NWLP			
Awardee	Pima County Adult Education/Workplace Education Project		Project in Operation Since	1988
Address	531 West Plaza, Suite 300		No. of Trainees/yr.	2000 approx
	Tucson	AZ 85705		
	City	State Zip		
Project Director	Linda Hellman		No. of Language Minority Trainees	450 approx
Contact				
Title				
Telephone	602/884-8628			
Fax Number	602/884-8822			
e-mail				
Industry (check all that apply)				
☒ Manufacturing ☐ Technical ☒ Service				
☐ Agriculture ☐ Health				
Project Partners				
Pima County Adult Education; The Arizona Consortium for Education and Training; the Southern Arizona Innkeepers Association; the Tucson Metropolitan Chamber of Commerce				
Description and Additional Information				
Designed to improve the basic skills of workforce participants as they relate to the literacy requirements of their jobs or future jobs, and to increase their opportunities for continued employment, career advancement, improved work-related skills, and further education or training. Outcomes should indicate improved communication (written and oral), reading, math, and problem-solving skills; improved self-esteem; improved productivity; better attendance and promptness; increased worker morale and readiness for promotion. The project will develop, validate, refine, and reproduce its curricula and competencies for dissemination.				

Descriptors, used in the Program and Document files, have been carefully chosen to reflect the needs and concerns of the database. Program and Personnel records are also classified according to five broad occupational areas: Agriculture, Technology, Health, Service, and Manufacturing. Like other fields, these boxes can be used for searches. It may be useful, for instance, to find all the programs that deal with health occupations, and this can be done by clicking on a box instead of locating the appropriate descriptor. Retrieved records may be printed out in a list or as a complete, full-page citation.

(continued on page 3)

Resources/Publications of Interest

The National Clearinghouse for ESL Literacy Education (NCLE) is the only national clearinghouse for adult ESL literacy information. NCLE's digests (summaries of topics written by noted practitioners) and annotated bibliographies (minibibs) are free. NCLE may be reached at: NCLE; 1118 22nd Street, NW; Washington, DC 20037; Phone: 202/429-9292, ext. 200; Fax: 202/659-5641; e-mail: ncle@cal.org

Teaching Low-Level Adult ESL Learners
(1995) Grace Massey Holt. ERIC Digest (EDO-LE-94-07)

ESL Instruction for Learning Disabled Adults
(1995) Robin Schwarz and Miriam Burt. ERIC Digest (EDO-LE-94-08)

NCLE Minibibs

ESL Literacy and Labor Education (July 1993)
Workplace ESL Literacy Education (August 1993)

Workplace ESL Literacy Programs (August 1994)
Workplace ESL Literacy Guides and Curricula (September 1994)

New NCLE Series: Issues in ESL Literacy Education

No. 1: Native Language Literacy Instruction for Adults: Patterns, Issues, & Promises by Marilyn K. Gillespie is a co-publication with the National Center on Adult Literacy. (1994) (\$5.00)

No. 2: A National Language Policy for ESL by Heide Spruck Wrigley and Danielle T. Ewen outlines current adult education legislation and makes recommendations for policy that takes ESL learners into account. (1995) (\$7.00)

No. 3: Literacy, Work, and Education Reform results from a November 1994 symposium marking the 35th anniversary of the Center for Applied Linguistics. The paper summarizes talks given by Shirley Brice Heath of Stanford University, Augusta Kappner of the U.S. Department of Education, and others. (1995) (\$5.00)

Database (continued from page 2)

The Document file consists of hundreds of items from many different sources, and includes the ERIC documents that focus on workplace ESL which were identified by a comprehensive search of ERIC. Each of these records includes the entire ERIC abstract, along with the original ERIC descriptors. Any word in the abstract field can be searched for. Therefore, for documents with an ED or EJ field number, all ERIC descriptors are valid. To search for records using an ERIC descriptor that is not one of the predefined descriptors of the database, enter Find mode, go to the Abstract field, type in the descriptor, and press return. Document Type is also a predefined field. There are 16 document types to choose from including audiovisual material, bibliography, computer programs, instructional material, journal article, research report, and teaching guide.

We need your help to add to the database. Please contact Lucinda Branaman at CAL/DC.

The Connector is published quarterly by the Center for Applied Linguistics as the newsletter of the Project in Adult Immigrant Education funded by the Andrew W. Mellon Foundation.

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Meet Us At TESOL!

The staff of the Project in Adult Immigrant Education are making two presentations at TESOL in Long Beach. We hope you'll meet us there and join our informal network to share expertise and chart future directions.

TESOL

ESP and the Employment Connection: A Colloquium will bring together researchers and program developers from workplace ESL, vocational ESL, recertification ESL, and career education ESL to address issues such as:

- the nature of oral and written discourse in the vocational classroom, in job skills training, and on the job,
- certification/recertification needs: passing the test and doing the job, and
- teaching the "other" skills that employers want: the ability to learn, organize information, make decisions, solve problems, allocate resources, work on teams, and serve customers.

Presenters: Allene Grognet, Christopher Candlin, Elizabeth Platt, Elinor Hewitt, and Laraine Kaminsky. Time/Place: Friday, March 31, 2:00-3:45 p.m., Long Beach Convention Center, Room 102, Section B.

Forging Links: Language and Employment Skills for Adult Immigrants will discuss the results of the project's first year, including principal findings from an extensive "state of the art" study. Presenters and participants will also explore how the field can work together to improve research and practice. Presenters: Marilyn Gillespie and Judy Jameson. Time/Place: Friday, March 31, 4:00-4:45 p.m., Sheraton Centennial.

The Connector

Center for Applied Linguistics
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1118 22nd Street, NW
Washington, DC 20037

❧ AVAILABLE ❧
Through The Connector
❧ Promising Practices
❧ How To Handbooks
❧ Industry Highlights
❧ Research Summaries
❧ Resource Reviews
❧ Professional Development
Syllabi



The Connector



Forging Links Between Language and Employment Skills for Adult Immigrants

This second issue of *The Connector*, the newsletter of the Project in Adult Immigrant Education, highlights a program and related resources in the ESL/health care field. Future issues will also highlight particular occupational areas such as **hospitality, auto repair, cosmetology, and the garment industry.** *The Connector* will profile a program or two and list related resources. For further information on occupation-specific curricula, instructional materials, assessment tools, and related resources; short, annotated bibliographies will be made available through the Project. The Project's first annotated bibliography, **ESL Instruction in the Health Care Professions**, is now available from Ana Romes at the Center for Applied Linguistics in Washington, DC. (Contact information is on page 3.)

We encourage you to share resources that work for you with other programs. To have your materials considered for inclusion in the Project in Adult Immigrant Education's publications, please send a copy to Miriam Burt, CAL, 1118 22nd Street NW, Washington, DC 20037; 202/429-9292.

PROGRAM PROFILE *Preparing Health Care Workers for the Role of Interpreting*

The Career Resources Development Center (CRDC) in San Francisco is a recent addition to the WorkWorld Resources Programs Database. Each year, 75 Chinese and Vietnamese immigrants receive training in front office (medical receptionist/clerical) and back office (medical assistant) jobs. Training is conducted in three eighteen-week cycles, with 25 students in each class. In the first nine weeks, participants receive full-time vocational skills and language instruction, and in the final nine weeks, participants receive half-time instruction and half-time on-the-job training in medical offices, clinics, and hospitals. Eighty-six percent of participants are placed in entry-level jobs in health services or are assisted in accessing appropriate programs in local community colleges. A unique feature

of the program is that it provides training in the basics of health care interpreting.

Many newcomers to the USA face barriers to health care stemming from limited English proficiency and cultural beliefs that are different from the assumptions that underlie the Western biomedical health care system. In a recent study conducted by the Asian American Health Care Forum, more than 60% of immigrants surveyed reported major problems in obtaining health care because of language and cultural obstacles. When treating immigrant patients, most medical facilities rely on family members or bilingual staff to facilitate communication between doctors and patients. However, unskilled interpreters may not adequately understand medical or cultural terminology, practices, or assumptions.

When bilingual, immigrant health care workers are trained in the basics of medical interpreting, they can enhance the patient/doctor relationship in a number of ways. These workers share the traditions, expectations, and culturally-specific interaction styles of immigrant patients. They are aware of and can inform doctors about traditional healing practices and remedies that patients might use, and they can educate patients about the possible limitations of these practices. Trained bilingual health care workers are also better able to translate Western medical concepts into concepts that can be understood from the patient's cultural perspective, increasing the likelihood that patients will trust Western medicine, disclose symptoms and questions, and comply with prescribed treatment plans. Finally, these workers can help doctors better understand their patients' concerns and goals that in turn will influence the physician's decisions about appropriate treatment plans.

Many of the trainees in CRDC's Bilingual Vocational Training program are themselves immigrants and refugees and were health care professionals in their own countries. Trainees study medical terminology as it relates to anatomy, physiology, diseases and their symptoms, and treatment plans. They receive instruction in traditional Asian medical concepts and practices,

(continued on page 3)

AROE: The Adult Rating of Oral English

PURPOSE: Many adults who are learning English for the first time enter vocational employment and training programs hoping to improve their English while learning technical skills. The challenge for their teachers is to learn enough about their students' oral skills to adapt instruction to meet their needs, to make decisions about class placement, and ultimately to help them get a job.

The Adult Rating of Oral English (AROE) is designed to give teachers in vocational training programs a means of assessing the oral language skills of students from different backgrounds entering a range of occupations.

WHAT IT IS: The AROE is a diagnostic tool used to assess oral English proficiency skills. The AROE is made up of eleven components or skill areas organized into two matrices, a Building Blocks Matrix and a Discourse Matrix. Each component is divided into six levels of proficiency, ranging from zero through five.

HOW IT WORKS: The AROE ratings are based on teacher observation and judgment. Teachers first reflect on their students' use of English across the variety of situations encountered in the classroom, focusing on the most recent two to three week period. Teachers then rate their students in each of the component areas. Proficiency Level 0 indicates essentially no ability, Proficiency Level 5 indicates ability close to that of a native speaker. A description of each level is provided to guide the rater.

BUILDING BLOCKS MATRIX	0	1	2	3	4	5
Pronunciation						
Grammar						
General Vocabulary						
Vocational Vocabulary						

DISCOURSE MATRIX	0	1	2	3	4	5
Conversation—Listener						
Conversation—Speaker						
Instructions—Listener						
Instructions—Speaker						
Explanations—Listener						
Explanations—Speaker						
Clarification/Verification						

HOW IT CAN HELP: Ratings can be used to:

- Assess student proficiency and progress
- Guide decisions about placement
- Plan instruction
- Share information

Student proficiency and progress. To assess the overall proficiency of an individual student, teachers can use the student's total score—the sum of the ratings on all of the components. When students are rated a second time, their scores can be compared to indicate progress.

Instructional planning. Another way of using the AROE is to look at the patterns found in individual component ratings and use these for instructional planning. The ratings can help teachers get a better sense of the strengths and weaknesses of a student or the class. Teachers can then build opportunities for practice in particular areas using class discussions, role play of common employment situations, and other communicative activities.

(continued on next page)



WorkWorld Resources Database
Programs Questionnaire

Project in Adult Immigrant Education

Project Name _____

Current Funding Source(s) _____

Awardee _____

Address _____

Project in Operation Since _____

Number of Trainees per year _____

Number of Language Minority Trainees _____

Project Director _____

Project Contact and Title _____

Phone _____ Fax _____ E-mail _____

Industry (Check all that apply.)

____ Manufacturing ____ Agriculture ____ Technical

____ Health ____ Service

Project Partners _____

Description and Additional Information _____

Please mail this form to: Lucinda Branaman, WorkWorld Resources Database, Center
for Applied Linguistics, 1118 22nd Street, NW, Washington, DC 20037 (202/429-9292)

What does your program do to specifically serve adult immigrants learning English as a second language?

What are some of the real strengths of your program related to training ESL learners? Is there one thing that you do really well that you feel is potentially transferrable to other programs?

Are there other good programs or business education partnerships you know of that you could refer us to? Individual contact persons?

Would you like to be included on our mailing list to receive copies of *The Connector*, the project newsletter?

AROE (from previous page)

Guide placement decisions. Since the AROE is based on a teacher's observation of a student over time, it cannot be used for placement at initial intake when students are entering a program. But it can be used to rearrange class assignments a few weeks into a program, or to transition students from one program level to another. It may also help in evaluating student readiness for placement in particular types of employment.

Share information. For teachers who work with the same students, the AROE provides a common framework for discussing student progress and instructional needs. In programs where ESL or vocational ESL (VESL) teachers work with vocational skills teachers, the ratings can be a basis for comparing perceptions about students in different situations. Some programs may even want to involve both the vocational skills teachers and the ESL or VESL teachers in jointly rating their students with the AROE.

Of course, sharing information does not have to be limited to teachers. For example,

- Program administrators may want to use the AROE ratings to help with placement decisions and instructional planning issues;
- Teachers may want to share the AROE ratings with their students as a way to focus their attention on needed skills; and
- Job placement counselors may benefit from incorporating the AROE ratings into their student profiles or portfolios.

Using the AROE as part of a program's overall assessment plan will enhance the connection between language and vocational skills teachers and promote oral proficiency as a worthwhile and achievable goal.

The AROE matrix is the product of a two-year research effort funded by the U.S. Department of Education, Office of Vocational and Adult Education. A complete video training package, including the AROE matrix, will soon be available for purchase. Please direct inquiries about the AROE or the AROE research to: AROE, Development Associates, Inc., 1730 North Lynn Street, Arlington, VA 22209-2023. ~~~~~

Health Care Workers (from page 1)

including acupuncture and herbal medicines, and relate and compare these to the Western medical system.

A key component of the curriculum is training in communicating with patients. The focus of the patient relations course is developing sensitivity and an understanding of the cultural factors that inhibit patients from freely discussing ailments, questioning doctors, and following treatment plans. Students engage in role play activities to develop skill in interpreting medical explanations, instructions, and treatment plans. Through internships, students receive practical, on-the-job experience in medical environments, often serving as interpreters for patients and their doctors. Graduates of the program are placed in medical facilities, where they serve as advocates for immigrant and refugee patients, thus promoting greater access to quality health care for this vulnerable population.

Denise McCarthy is the director of CRDC's BVT Health Care Program. She can be reached at CRDC, 655 Geary Street, San Francisco, CA 94102; 415/775-8880. Two CRDC documents related to this program are available through ERIC (800/443-ERIC): Patient Relations and Workplace Communication (ED 377 744) and Bilingual Vocational Training for Health Care Workers: A Guide for Practitioners (ED 377 745). ~~~~~

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CAL Announces Technical Assistance Grants

R The Project in Adult Immigrant Education at CAL will award five technical assistance grants in 1995. Awards will be made to programs that offer workplace ESL and skills training, vocational ESL, and/or applied math and science ESL to immigrant adults and out-of-school youth, and that (a) have identified a common problem or issue in this field and will use the award to develop and implement an approach to its resolution and to document that experience for dissemination, or (b) have developed and implemented a successful approach to resolve a common problem or issue in this field and will use the award to refine and/or document that approach. Grants consist of a \$5,000 cash award, on-site consultant services, and help with documentation and dissemination. The deadline for receipt of entries is Monday, October 16, 1995. Prospective applicants should request an RFP from Allene Grognet, Project Director, CAL Sunbelt, 7085A South Tamiami Trail, Sarasota, FL 34231; 813/921-2183; (allene@cal.org).

List Your Program in the WorkWorld Resources Database

The Project in Adult Immigrant Education needs your help. We want current, accurate information about your program to be included in the WorkWorld Resources Database which will soon be accessible online. Please complete and return the enclosed questionnaire. Help us connect you with other personnel and programs in the field of vocational, workplace, and recertification ESL!

The Connector

Center for Applied Linguistics
Attn: Ana Romes
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In This Issue . . .

Program Profile:	
Health Care Workers	1
Annotated Bibliography:	
ESL Instruction in the	
Health Care Professions	1
Assessment:	
The Adult Rating of	
Oral English	2
RFP:	
Technical Assistance Grants	4

The Connector

Forging Links Between Language and Employment Skills for Adult Immigrants

This issue of *The Connector* focuses on the hospitality industry with articles on a curriculum framework that saves time in customizing hotel ESL programs; an ESL class that forged links among its learners and their supervisors; and REEP, a highly regarded workplace literacy program. A two-page, annotated bibliography, **ESL Instruction in the Hospitality Industry**, is now available from Ana Romes at the Center for Applied Linguistics in Washington, DC. (Contact information is on page 3.)

Our next newsletter and annotated bibliography will focus on manufacturing. Please contact us with suggestions for articles or bibliographic resources.

PROGRAM PROFILE: The Evolution of a Workplace ESL Program

It is almost impossible to discuss workplace ESL in the hospitality industry without, at some point, turning to REEP. The Arlington Education and Employment Program (REEP) is a special program within the Department of Vocational, Career, and Adult Education of the Arlington Public Schools in Virginia. As a forerunner in workplace literacy, REEP conducted four workplace literacy projects (funded by the National Workplace Literacy Program of the U.S. Department of Education) focusing on the hospitality and other service industries. REEP has served over 40 businesses and hundreds of individuals in the Northern Virginia area.

Over the years, REEP has evolved in response to its growing maturity as a training program and the needs of its learners and industries. This article provides a picture of that evolution and some of the issues and challenges the program has faced.

Program Purpose and Design

As the workplace program at REEP matured, it moved through four major phases of program purpose and design: basic partnership development, expansion to additional partners, transferral to new industries, and self-sufficiency and independence from federal funds.

REEP's first project was a partnership with the Arlington Chamber of Commerce and seven local hotels. Industry-specific, job-related curricula were developed, training resources were identified, and successful strategies for organizing a workplace literacy program were put into place. Finding success with this model, REEP expanded the number of participating local hotels and added a second city (Alexandria) to the partnership with its chamber of commerce, school district, and participating hotels. Thus, REEP became a regional effort meeting the needs of the hotel industry.

Next, REEP transferred its model to new industries in the service sector. Working through new partnerships with four trade associations, REEP expanded its training to hospitals, nursing homes, apartment and office building management firms, and convenience stores. The trade associations promoted the concept of workplace literacy programming within their industries and helped reach individual businesses with workplace literacy needs. REEP developed job-related curricula for these new industries and provided training through large numbers of on-site classes.

The current phase of REEP's evolution is designed to extend access to workplace training by delivering instruction in a variety of ways, especially those using technology. Now, without the support of federal funds, REEP offers services on a contractual basis.

(continued on page 4)

Curriculum Frameworks by Industry: Hotels

One of the defining characteristics of workplace language training is that instruction is customized according to input from needs assessment procedures. But needs assessment and curriculum design are time-consuming and expensive processes. If curriculum frameworks were made available to workplace language trainers, they could be used to guide site-specific curriculum development so that each training program would not have to "start from scratch." To ensure authenticity and quality, frameworks must be based on a job task-language analysis (Lomperis, in press) which identifies *key job tasks and related language* using focus groups, dialogue samples, and criteria for determining priority content. From the job task-language analysis, a set of instructional topics is identified to be used as the curriculum framework. An example from the hotel industry is provided below to illustrate this process.

The sidebar presents a curriculum framework developed for three hotel departments: housekeeping, food & beverage, and engineering (maintenance). These departments were identified as priorities for language improvement because of the staff's frequent contact with guests. Job task-language analysis data were collected for each department and a single, overall curriculum framework was developed. The framework is first divided into three broad categories of interaction: *Guest Interaction*, *Co-Worker Interaction*, and *Management Interaction*. Then, each of these categories is sub-divided into work-related topics. Finally, each topic is broken down into specific instances of language use. A workplace ESL teacher in the hospitality industry can use this framework as a checklist to develop customized lessons with much less initial effort.

Guest Interaction

In the first category, *Guest Interaction*, importance is placed on appropriate *Socializing With Guests*, including correct farewells. Because hotel revenue depends on repeat business, the employee must always say something to invite the guest back; not merely "Good-bye," but rather "Have a safe trip, and come back and see us soon."

Under *Providing Service*, common job tasks include delivering frequently requested items, such as more shampoo, a refill on coffee, or a new light bulb. Understanding the guest's request and using formulaic "delivery lines," such as "Here you go. Will that be all?," instead of silence, are important language skills for these tasks. An example of a more complex job task from the housekeeping department was a special request from a guest for a rubber sheet for a bed-wetting child. Not only did unfamiliar vocabulary have to be clarified, but a good deal of critical thinking and problem solving was required to come up with two very creative solutions: an old shower curtain and a large, plastic garbage

A Curriculum Framework for Hotels

GUEST INTERACTION

- **Socializing with Guests**

- Welcome*
- Small Talk*
- Personal Background*
- Weather*
- Farewell*

- **Providing Service**

- Common Job Tasks*
- More Involved Job Tasks*
- Complaints*

- **Providing Directions and Information**

- Immediate Area*
- Larger Hotel*
- Vicinity and Community*

CO-WORKER INTERACTION

- **Work Orders**

- Work Assignments*
- Instructions*

- **Materials, Tools, Equipment**

- Supplying Items/Checking for Sufficiency*
- Clarifying Type*
- Determining Locations*
- Using Safely and Avoiding Waste*

- **Socializing with Co-Workers**

MANAGEMENT INTERACTION

- **Work Procedures and Standards**

- Training re Job Tasks*
- Performance Evaluations*

- **Personnel Policies**

- Employee Information*

- **Socializing with Management**

Curriculum Frameworks (from previous page)

bag, cut open. Examples of complaints from the engineering department involve various fixtures in guest rooms which are not working properly, such as the TV, toilet, or drapery pulls. In these instances, language use includes stating the intention to repair or replace and may even involve arranging a room change.

Under *Providing Directions and Information*, three areas surfaced from high frequency inquiries: the immediate area, the larger hotel, and the vicinity and community. Interestingly, it was important to distinguish "immediate area" for different departments. Room attendants have to give directions to ice machines, but not to the nearest ladies' room. (Guests will use their own bathrooms.) Wait staff, on the other hand, will be asked about the nearest restroom and the nearest pay phone in the lobby. Regarding the larger hotel, employees from a given department may need orientation about the locations and services in other departments, such as conference room floors and restaurant hours. At the very least, they must know how to make a referral if they can't answer a question personally. Finally, guests always remember if an engineer fixing their air conditioning can also point out the nearest gas station to refill their rental car on the way back to the airport, or suggest tourist attractions appealing to children.

Co-Worker Interaction

In the second category of interaction, *Co-Worker Interaction*, the topic of *Work Orders* typically includes functions such as stating availability or non-availability for an assignment, reporting work progress, requesting assistance, clarifying instructions, and verifying a change in instructions. In addition to the obvious language functions under *Materials, Tools, and Equipment*, training might also include explaining delays and asking about different items than those mentioned. When *Socializing With Co-Workers*, language use requires sensitivity to appropriate registers and the kind of talk that builds rapport.

Management Interaction

In the third category of interaction, *Management Interaction*, many language functions are similar to those in *Co-Worker Interaction*, but involve additional atten-

tion to factors such as time expectations, quality expectations, role, status, and culture points. Under *Personnel Policies*, learners may need additional help understanding written information in handbooks or memos, as well as oral presentations.

This article has described an example of a curriculum framework for a specific industry. It is hoped that this initiative will encourage other workplace teaching specialists to develop curriculum frameworks for their given industries and to share them with the field at large. In this way, the customizing of materials for workplace language training programs can maintain a standard of quality, while reducing the time and money spent in start-up development.

[Editor's Note: This article is excerpted from a forthcoming, copyrighted publication. Permission to reprint must be obtained from Prentice Hall Regents, Upper Saddle River, New Jersey.]

Anne Lomperis, an international consultant based in greater Washington, DC, began her career in workplace language training in the hospitality industry of south Florida in 1982. Her forthcoming book is provisionally titled, *Language Training in the Global Marketplace: A Guide for Educators and Corporations*. She can be reached at Language Training Designs, 5006 White Flint Drive, Kensington, MD 20895-1035; 301-929-8540; lomperis@netcom.com (Internet).

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REEP (continued from page 1)**Training Options, Curricula, and Learner Assessment**

When REEP first began, most training was conducted in on-site classes designed from a literacy analysis of what the workers needed to be able to read, write, and communicate on the job. In addition, workers could use REEP's Adult Learning Center which provided customized job-related materials, as well as flexible scheduling and individual learning plans. A third option was intensive ESL classes offered through REEP at centrally located ESL centers in the county.

As over time it became clear that even more flexible access to training at worksites was needed to handle scheduling difficulties and widely varying literacy needs, REEP teamed with Jostens Learning Corporation to establish computer-assisted instructional Learning Corners at four worksites. Based on the INVEST software, an integrated basic skills program for adults, the Learning Corners provided needed flexibility and appealed to workers who might have been hesitant to join a workplace literacy class. Once initial contact was made through the Learning Corner, workers could learn more about other program options.

REEP's curriculum development process evolved as well. REEP instructors found that most language minority workers had adequate skills for their current jobs and that a curriculum based on a job task/literacy analysis was not sufficiently broadly based. In response, REEP staff used the SCANS framework to develop a learning hierarchy of skills that were relevant to the learners' needs and taught by the INVEST software.

Assessment of such varied activities is a challenge and REEP has used a variety of formal and informal means including a commercially available test (BEST), competency checklists by which teachers rated learners' abilities, learner self-evaluation forms, and supervisors' rating forms. In the future, REEP would like to develop a learner profile that would summarize the learner's accomplishments in the contexts of personal goals and employer's goals, and that would describe how training impacted the learner's life at work, at home, and in the community.

Staff Development

This is perhaps the area of greatest evolution for REEP. Initially, REEP saw an instructor's role in the workplace as essentially the same as that of an instructor in an adult ESL program. But REEP came to understand that, in the workplace, instructors have expanded duties and need new and different knowledge and skills as well as sensitivity to different perspectives. The staff development that resulted helped instructors understand the values and perspectives of the business community, evaluate the impact of their work on non-instructional outcomes, and promote workplace education at the worksite. Working together, workplace instructors gained confidence in what they were doing. These insights helped REEP hire, train, support, and evaluate successful workplace instructors.

REEP now faces another transition: continuation on a contractual basis without the support of federal funds. It has a great deal of experience to bring to bear on this new challenge.

Inaam Mansoor is Director of REEP. The program can be reached at 2801 Clarendon Boulevard, Suite 218, Arlington, VA 22201; 703-358-4200.

More information about REEP can be found in the following ERIC documents:

REEP Federal Workplace Literacy Project: 1991-1993. (ED 363 146) This final report for REEP's expansion phase includes helpful lists and charts on workplace communication needs, job tasks required of workplace instructors, and instructional software. Sample assessment forms are also included.

Outside Evaluation Report for the Arlington Federal Workplace Literacy Project. (ED 359 849) This evaluation report summarizes innovative features of the program, challenges, and insightful findings from focus groups of learners and employers.

Perspectives on Organizing a Workplace Literacy Program. (ED 313 927) This concise, readable handbook includes separate chapters addressed to employers and educators.

Documents with ED numbers are available from the ERIC Document Reproduction Service (EDRS), 7420 Fullerton Road, Suite 110, Springfield, VA 22153-2852; 800-443-3742.

ESL Learners Tell Of Success

Success Stories From Our Work is the name of a booklet and video written and produced by the beginning-level workforce ESL class at the Marriott Residence Inn, Lake Buena Vista, Florida. The class consists mainly of housekeepers, engineering staff, and laundry attendants from Haiti, the Dominican Republic, Vietnam, and Puerto Rico. Several learners cannot read or write their native language.

The instructors, Diana Della Costa and Molly Flory, were impressed with their learners' commitment to overcoming the many hurdles they faced in their jobs and thought that, if these success stories could be told, the learners would learn English, gain self-esteem, and appreciate one another more. If the stories could be told outside of class, supervisors and management would have a better understanding of their language minority employees.

To get the class started, the instructors invited Gilda Klug, a Human Resources Assistant, to talk about her own success story. Ms. Klug, who is Hispanic, started with Marriott as a housekeeper and worked her way up to management while struggling as a single parent. The learners were pleasantly surprised to hear this about her. Her story stressed three things: "Little by little you can achieve success"; "be prepared to fail"; and "success is being happy at something you have done."

The instructors followed this visit with class discussions of different types of success, group readings of other success stories, and the sharing of personal success stories in small groups. As learners tried to communicate, instructors identified topics to follow up on in later job skill and language learning lessons; for example, personal qualities that lead to job success and cross-cultural differences in the workplace.

Each learner's success story was polished and practiced orally with a great deal of help from others in the class. The instructors noticed increased communication among the various language groups and a pride in several voices that was not there before. Everyone dressed up for the day of the videotaping. Later, the school district added graphics and music to the video and gave it a polished look.

Next came the book. Learners wrote and edited their stories and those who were literate took dictation from

those who were not. The stories were typed and illustrated with a photograph of each author. Each learner received a copy of the final booklet.

To end the hard work with a flourish, the learners and instructors invited their supervisors and management to a breakfast at which they shared their book and showed their videotape. The learners were embarrassed, but proud. The supervisors saw their employees in clothing other than work uniforms and heard their personal stories of meeting the challenges of a new job, new country, and new language. It was another success story at work.

Diana Della Costa and Molly Flory are workforce ESL instructors for the Orange County Public Schools in Orlando, FL. This project was supported by a Sunshine State TESOL mini-grant. ~

Free Resources

These free resources are from the following CAL projects: the National Clearinghouse for ESL Literacy Education, the Project in Adult Immigrant Education, and the Refugee Service Center.

Digests: two-page reports for educators

- *Adult ESL Learner Assessment: Purposes and Tools* (September 1995)
- *ESL in Volunteer-Based Programs* (July 1995)
- *Evaluating Workplace ESL Instructional Programs* (September 1995)
- *Outreach and Retention in Adult ESL Literacy Programs* (May 1995)
- *Philosophies and Approaches in Adult ESL Literacy Instruction* (August 1995)
- *Teaching Multilevel Adult ESL Classes* (May 1995)
- *Transitioning Adult ESL Learners to Academic Programs* (July 1995)

Annotated Bibliographies

- *ESL Instruction in the Health Care Professions*
- *ESL Instruction in the Hospitality Industry*
- *ESL Literacy and Labor Education*

Other Resources

- *Multilingual Health Education Resource Guide* (July 1995). Lists health education materials available in eight languages: Cambodian, Hmong, Vietnamese, Bosnian, Russian, Haitian/Creole, Arabic, and Somali.

Contact Ana Romes to request these resources. (Please see page 3 for contact information.) ~

CAL Awards Four PAIE Grants

The Project in Adult Immigrant Education, with funding from the Andrew W. Mellon Foundation, has awarded four grants to develop and document solutions to common problems in workplace or vocational ESL programs. The results of each awardee's work will be widely disseminated through this newsletter and through project digests and reports.

In the Broward County public schools (Ft. Lauderdale, FL), adult educators will provide intensive pre-vocational ESL, vocational exploration experiences, and career/study plan development to language minority high school drop-outs and at-risk students. Publications will include a program development guide for other school districts with similar needs, a catalog of especially useful materials and practices, and a curriculum framework for teaching workplace culture and career options to young, language minority adults.

In the Fairfax County (VA) public schools, the English in the Workplace Program will build a coalition of

small businesses to pool resources for workplace ESL classes. The project will document the process of building a coalition as a model for other small businesses and provide a collection of sample documents.

In New York City, ELES AIR, a community-based literacy program, will strengthen student evaluation and placement practices and increase follow-up and tracking activities. Publications will describe these activities, including the participation of volunteers and businesses, and the use of follow-up data to improve the program.

In Denver, CO, the Spring Institute will develop a guide for adapting company materials on safety and employee benefits; a method of incorporating the SCANS skills into workplace curricula; a description of curriculum needs and resources for learners from the former Soviet Union and Eastern Europe; and a workshop to help supervisors communicate with non-native speakers and encourage the use of English on the job. ~

6	Grant Awards
5	Other Resources
5	Industry
	ESL Instruction in the Hospitality
	Annotated Bibliography:
5	Success Stories From Our Work
	Classroom Instruction:
2	Hotels
	Curriculum Framework:
1	Employment Program (REEP)
	Arlington Education and
	Program Profile:
	In This Issue . . .

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